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ABSTRACT

This text addresses wide-ranging topics that provide foundational information and guidelines for present and future adult educators to consider as they contemplate decisions regarding adult education programs. Content and materials are organized as a practical reference for upper-level undergraduate or graduate students interested in planning and conducting adult education programs. Chapter 1 describes historical development of adult education. Chapter 2 examines the need for adult education. Chapter 3 provides an overview of the characteristics adult learners have in common with their adolescent counterparts and those characteristics unique to adult learners. Chapter 4 presents principles that support the practices used in planning, conducting, and evaluating adult education activities. Chapter 5 examines delivery formats and teaching methods that can be used effectively in adult education and describes factors to consider in their selection and use. Chapters 6-12 provide an overview of these practices and aspects of adult education: advisory groups; needs assessment; planning, conducting, evaluating, promoting, and funding adult programs; selecting adult educators; and distance learning. Appendixes include "A Philosophy for Adult Education"; "30 Things We Know for Sure about Adult Learning"; "Principles of Teaching and Learning"; "Variables of Effective Teaching"; "Comparison Between Pedagogy and Andragogy"; "Levels of Learning within Domains"; "Continuing Education Units"; and "Promotion of Adult Learning." The book contains 78 references and an index. (YLB)

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